

Evidence Five

Cultural Advocacy Action Plan (CAAP)

Morgan Ferguson

Tonya Mays

Gardner Webb University

Boiling Springs, NC

Evidence Five: Cultural Advocacy Action Plan (CAAP)

Introduction.....	Page 3
Part A. TWCS Analysis/Climate Survey Analysis.....	Page 4
Part B. Needs Assessment.....	Pages 5 – 9
Part C. School Environment Analysis.....	Pages 10 – 12
Part D. Cultural Competence Audit.....	Pages 13 – 17
Part E. Graphical Organization Chart.....	Page 18
References.....	Page 19

Evidence Four: Cultural Advocacy Action Plan

Introduction

The Cultural Advocacy Action Plan (CAAP) is an action plan crafted with input from all stakeholders at Parkview Elementary School (PVES) in Mooresville, NC, regarding how best to improve the school on all levels. Specifically, this plan explores all of the following within its analyses processes:

- an analysis of teacher working conditions/climate survey.
- a needs assessment analysis focusing on teacher empowerment, leadership, time, resources and facilities
- an analysis of the school environment
- a graphical organizer depicting the actions to be taken to address the needs of the school addressed in the above items.

As such, the CAAP will include the following parts, presented in full here by Ferguson and Mays:

- Teacher Working Conditions/Climate Survey Analysis
- Needs Assessment
- School Environment Analysis
- Cultural Competence Audit
- Graphical Organization Chart
- Scholarly Best Principles and Practices Research.

A. Teacher Working Conditions/Climate Survey Analysis

The Teacher Working Conditions Survey (TWCS) provided yearly to all at Park View Elementary School staff is conducted to determine areas of school climate strengths and weaknesses. This instrument specifically examines the following:

- Teacher Empowerment
- Leadership
- Facilities
- Resources
- Time.

Analysis of Park View's 2010 results reveals that 92.4%, a number significantly greater than other schools within North Carolina, responded to the survey. The following needs surfaced as a result of the TWCS.

Focus Area	Key Item	Survey Source	Reported AGREEMENT Percentage	Reported NON-AGREEMENT Percentage
Time	<i>The non-instructional time provided for teachers in my school is sufficient.</i>	NCTWCS (2010)	49%	51%
Facilities	<i>Teachers have adequate space to work productively.</i>	NCTWCS (2010)	87.5%	12.5%
Resources	<i>Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</i>	NCTWCS (2010)	68.8%	31.25%
Empowerment	<i>Teachers have an appropriate level of influence on decision making in the school.</i>	NCTWCS (2010)	72%	28%
Leadership	<i>Teachers feel comfortable raising issues and concerns that are important to them.</i>	NCTWCS (2010)	73.5%	26.6%

B. Needs Assessment

A Needs Assessment Instrument, based upon the findings in the 2010 TWCS, was generated for faculty completion regarding a variety of school climate issues.

Setting

Park View Elementary School is a rural Title I Pre-K – 3rd North Carolina elementary school serving a diverse population of 649 children within the Mooresville Graded School System. Park View's stated vision/ mission are to be "state and nationally recognized... [for student] development of critical thinking, communication skills, positive attitudes and respect for self and others" (Hill, et al., 2010). In keeping with its stipulated values, Park View staff and administrators promise to provide a supportive educational environment that promotes collaboration and student individualization while achieving all established goals (Hill, et al., 2010).

All staff were invited to complete the NAI at the close of the 2009-2010 school year.

Needs Assessment Purpose

To collect data from staff members on changes that need to be made to the overall school climate concerning time, facilities, resources, empowerment and leadership.

The needs assessment questions correlate to the teacher working conditions survey.

Participants

The entire school staff were given the survey below, 92.4% completed the survey.

Findings

Focus Area	Key Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Time	<i>The non-instructional time provided for teachers in my school is sufficient.</i>	16%	49%	27%	8%
Facilities	<i>Teachers have adequate space to work productively.</i>	52%	43%	5%	1%
Resources	<i>Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</i>	56%	34%	7%	2%
Empowerment	<i>Teachers have an appropriate level of influence on decision making in the school.</i>	14%	58%	16%	12%
Leadership	<i>Teachers feel comfortable raising issues and concerns that are important to them.</i>	29%	51%	14%	7%

1. What suggestions do you have for involving teachers in decision making at the school level? What types of decisions do you feel they should be involved in?
2. How could the administration team make you feel more comfortable raising issues and concerns? What process would make you feel more comfortable?
3. What suggestions do you have for utilizing space to work more productively?
4. What process do you feel we need to implement for accessing supplies? Please make suggestions that you feel would benefit the entire staff.
5. What suggestions do you have for improving quality non-instructional time for teachers?

Recommendations Based Upon Needs Assessment Findings

Needs assessment analysis led to the following recommendations for implementation.

1. Time

- School Improvement Team (SIT) members and grade level chairs will meet yearly with all school faculty and staff for ideas regarding possible revisions to the master school schedule. SIT members and department chairs will bring these ideas to a yearly roundtable review of the school's master schedule with an eye to generating any perceived necessary revisions.
- Following the 2010 Needs Assessment, the aforementioned meetings have led to a consensus of opinion surrounding the schools Media and Technology IMPACT program. IMPACT instituted in 2007 by the school's media/computer specialist; however, staff members were not involved in the program design. The 2010 Needs Assessment showed 35% of faculty believed the program was ineffective for elementary school children and absorbed valuable teacher planning time that could be better utilized for elementary student needs.

2. Facilities

- Currently, grade level classrooms often are separated leading to geographic collaboration problems. Needs assessment results suggest that halls/wings carefully be planned/realigned to facilitate increased, effective grade-level collaboration.

3. **Resources**

- The Needs Assessment pointed to the difficulties presented by Parkview's current locking of the supply cabinet. Teachers have to request supplies as needed. As such, immediate needs often are rendered impossible. As trusted professionals, teachers should be provided keys to the supply cabinet or have the supplies placed in the teacher workroom for teachers to access easily.

4. **Empowerment**

- 2010 Needs Assessment results show concern over teacher empowerment.

Park View currently utilizes the following teacher leaders:

- Grade Level Chairs
- Cluster Leaders
- SIT team.

Needs Assessment generated recommendations include the following:

- SIT team members should be utilized more to have teachers make more school wide decisions. Decisions would involve items that create the overall vision of the school, which includes student achievement, community involvement, data, budget, school climate, administrative concerns, etc. SIT team members need to meet at least once a month to address concerns/collaborate on the needs of the school.
- Grade Level Chairs and Cluster leaders will meet with the administration at least once a month to communicate

needs/concerns of their team and discuss student achievement.

Data should be collected by the grade level chairs and share an analysis of the data at the meeting. This should also be a time that the administrator(s) express their concerns or expectations to be carried out among the grade levels.

- All levels of leadership will meet face-to-face with the principal at least once a month to discuss school wide issues. Visibility of the administration needs to happen across the school. By being visible and having open communication with the principal will empower teachers by allowing more opportunity to communicate needs and draw on individual strengths.

5. Leadership

- Visibility is key for effective communications. Therefore, 2010 the needs assessment results point to the need for administrators to embrace an open-door policy that invites staff input.

C. School Environment Analysis

School Setting

What today is Parkview Elementary School began as the North School in 1911 and was situated within a home on the corner of West McNeely Avenue and Oak Street in Mooresville, NC. The school originally served grades one through four, with grades five and six later being added. Park View Elementary School (PVES), as it now stands, replaced the North School and was constructed directly across the street from the North School site. PVES was completed on a 15-acre site in 1926 and underwent remodeling in 1993. At that time, PVES served K-4 northern Mooresville children. Today, PVES maintains a 5-star day care license and serves Pre-K-3rd students. PVES additionally houses two developmentally delayed preschool classes, namely one More-at-Four class and one severe/profoundly handicapped class (Hill et al, 2010, p. 3).

Community Setting

A historical school where many students' ancestors likewise attended, PVES is equally a diverse community of learners. For this reason, many multi-cultural activities are planned each year to accommodate the varied needs of both students and their families. Traditionally, every grade participates in four on- and four off-campus field trips. Likewise, both classroom and enhancement faculty work together to tie curriculum concepts and connect learning for children. Additionally, specially-designed after-school programs are held annually for family and include grade level curriculum nights, title dinners, family reading nights, math nights, and an annual technology night (Hill et al, 2010, pp. 3 - 4).

School Environment

PVES serves 694 multi-cultural Pre-K to 3rd grade students as demographically presented here (Hill et al, 2010, p. 3).

Groups of Students	Numbers	Percentages
Male	354	51%
Female	340	48.9%
Caucasian	449	64.6%
African-American	146	21%
Hispanic	54	7.7%
Asian	12	1.7%
Multi-Racial	33	4.8%
Pre-Kindergarten	46	6.6%
Total	694	100%

Student Achievement

The following presents students' three year end-of-grade proficiencies in math, reading, and writing on grade levels K-2. Note: PVES became a 3rd grade provider in 2009.

Subject Area	Year	Percentage of Proficient Students	Year	Percentage of Proficient Students	Year	Percentage of Proficient Students	Year	Percentage of Proficient Students
Math	05-06	78.2%	06-07	78.7%	07-08	88.7%	08-09	86%
Reading	05-06	78.9%	06-07	85.3%	07-08	88.6%	08-09	88.7%
Writing	05-06	70.3%	06-07	67.5%	07-08	78.7%	08-09	81.6%

(Hill et al, 2010, p. 3).

Student and Staff Cultural Diversity

The demographic student profile as noted by Hill, et al. (2010) includes the following: 354 males (51% of student population), 340 females (48.9%), 449 Caucasian (64.6%), 146 African-American (21%), 54 Hispanic (7.7%), 12 Asian representing (1.7%), 33 Multi-Racial (4.8%), and 46 Pre-Kindergarten (6.6%) [sic] (p.3).

More than half of the PVES faculty are master degreed teachers, seven hold National Board Certification, and all meet the No Child Left Behind designation of "highly qualified" (Hill et al, 2010, p. 4).

Below are stipulated PVES actions with regard to student and staff cultural responsibility and the person(s) responsible for said actions.

Action	Responsible Party
Ensures all student classroom accommodations are met and inclusion of EC teachers into classrooms occurs	Classroom teachers, EC teachers and guidance counselor.
Ensures all state guidelines and laws are being followed to meet individual student accommodations	Administration, EC teachers, guidance counselors, classroom teachers
Stipulates to accurate headcount for End of Grade Testing (EOG's), all evaluations are timely, and all IEP's are followed	EC teachers, guidance counselor, classroom teachers.
Assures that EC students are accommodated allowing for participation in school programs	Guidance Counselor

D. Cultural Competence Audit

The following mission, vision, and value statements below are reproduced from the 2009 -- 2010 School Improvement Plan (Hill et al, 2010, p.5).

Mission Statement

Park View Elementary School exists for the purpose of preparing ALL students to become future-ready students in the 21st Century. As a community of learners, we are committed to the development of critical thinking, communication skills, positive attitudes and respect for self and others. As a community of learners, we will address the individual needs of every child every day. (Hill, et al., 2010).

Vision Statement

The vision of Park View Elementary School is to be a state and nationally recognized school by demonstrating success of all students. We will provide a safe, collaborative environment built on the pillars of respect, trust and academic excellence in a positive and caring atmosphere. (Hill, et al., 2010).

Values

In order to fulfill the vision of Park View Elementary School, we will:

- Provide a creative, inviting, safe learning environment;
- Foster partnerships with students, staff, families and community to work for the success and well-being of all;
- Establish high expectations to maximize learning potential by addressing individual needs;
- Model a positive and respectful attitude;
- Accept responsibility for global learning and personal growth;

- Utilize data to drive instruction and meet the needs of every child every day.
(Hill, et al., 2010).

Strengths

The NC Department of Public Instruction has designated Park View Elementary School as a School of Distinction with the following school year 2008-09 proficiency testing results: math 86%, reading 88.7%, and writing 81.6%. Grade levels are divided into clusters to promote learning communities that enhance student learning and achievement. Clusters meet weekly on curriculum and achievement issues. Students in need of a remediation benefit the added support of educational specialists. Curricula enhancements occur regularly and include such events as Science Day, Fun Day, Author Visits, and the Book Parade. Student cultural events include performances by groups such as Tarradiddle Players and the Black History Celebrations. After-school evening events also include Family Reading Night, Family Math Night, Technology Night, Five Guys and Chick-fil-A Night. The PVES PTO provides classroom and event volunteers, major project resources, field trip support, and special performances (Hill et al, 2010, p.5).

Needs

As previously noted on page six herein, K-2 Assessment Data notes the following Overall School Achievement Data for three consecutive school years with regard to student proficiency:

- Math - 86% of students proficient
- Reading – 88.7% of students proficient
- Writing – 81.6% of students proficient

As a Targeted-Assistance Title I, K-3 school, PVES readies students to enter East Mooresville Intermediate School (EMIS). Given that Park View inherits EMIS test scores, PVES is currently relegated to "Improvement Status," largely because of the underachievement of one subgroup. Important here is the fact that the number of student subgroups not reaching Annual Yearly Progress (AYP) has decreased from three to one. As such, PVES' main focus is to eliminate its Title I School Improvement Status by facilitating all subgroups in their meeting of AYP. PVES' overall student achievement goals are 95-95-90, respectively (Hill et al, 2010, p.7).

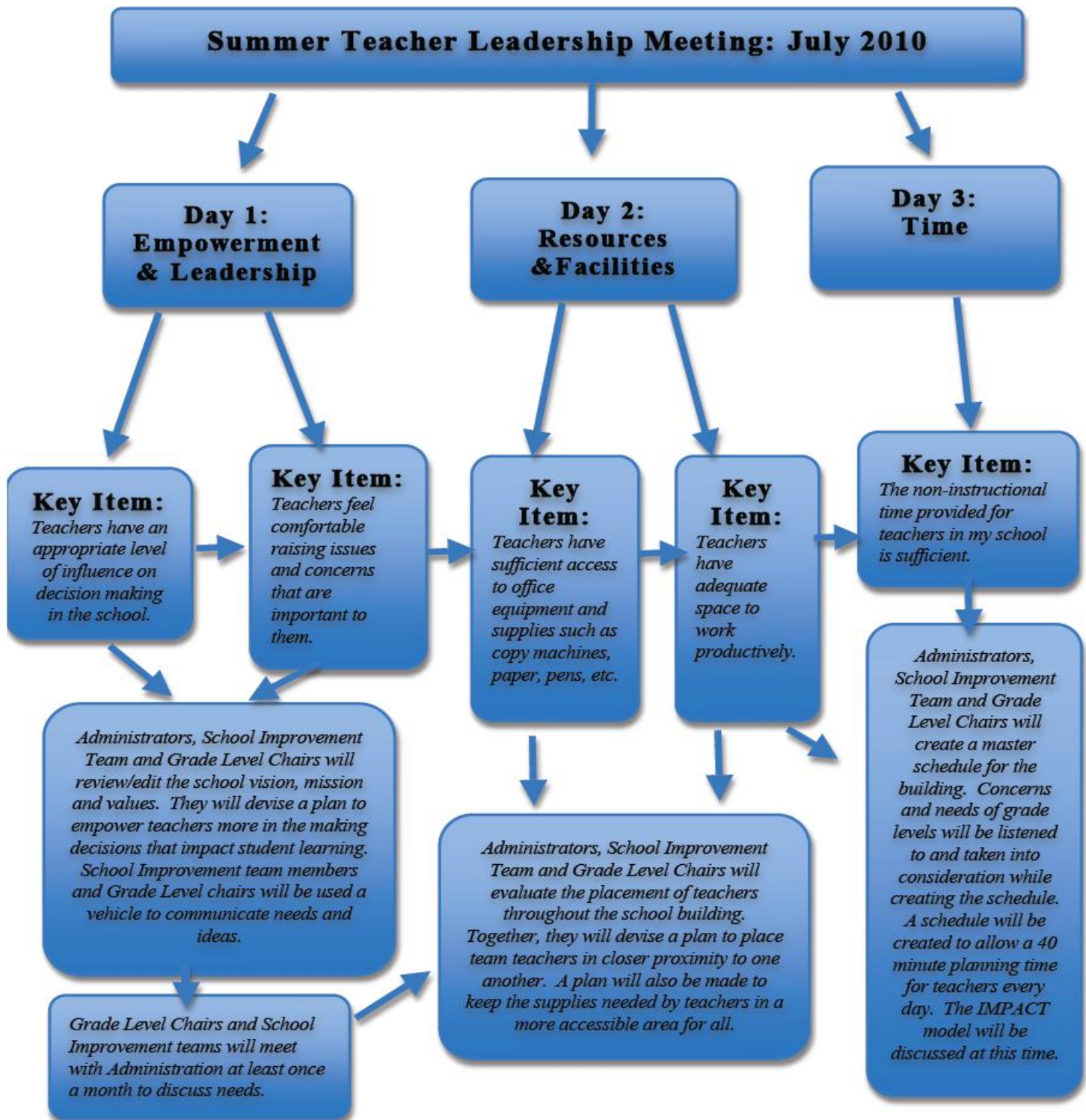
The following recommendations chart is based upon careful analysis of the PVES 2009 - 2010 Teacher Working Conditions Survey (North Carolina Professional Teaching Standards Commission, 2010).

Key Item	Recommendations for Action Plan	Stakeholders Responsible	Action Timeline
1. Teachers have an appropriate level of influence on decision making in the school.	<ul style="list-style-type: none"> Teachers will be more involved in the decision making process for specific programs that impact student learning. Grade level chairs and school improvement team members will be used as a vehicle to express opinions. The IMPACT program will be evaluated by Grade Level Chairs and School Improvement Team members to create a more conducive schedule with this. 	The administration team will meet with SIT team members, Grade Level Chairs and Cluster Leaders and will involve them with school-wide decisions. These team leaders will take/share concerns to and from their represented team.	Planning Sessions every two weeks beginning Aug. 2010 -- June 2011

Key Item	Recommendations for Action Plan	Stakeholders Responsible	Action Timeline
2. Teachers feel comfortable raising important issues and concerns.	<ul style="list-style-type: none"> • Administration will keep their office door open unless he/she is meeting with someone. • The administration will conduct a three-minute “walk-through” in every classroom daily. 	Administration team	Beginning Aug. 2010- June 2011
3. Teachers feel they have adequate space to work productively	<ul style="list-style-type: none"> • Move specialists so that grade levels could be closer together. • Move grade level teams in closer proximity to one another to maximize collaboration. 	Administration Team, School Improvement Team, and Grade Level Chairs.	Planning session July 2011 with implementation August 2010 -- June 2011
4. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<ul style="list-style-type: none"> • Teachers will be allowed to use the office supply room as needed for instructional materials. 	Administration Team and Office Staff	<p>Administration will talk with office staff July 2011.</p> <p>Beginning Aug. 2010- June 2011 entire staff will have open door policy for the supply room</p>

Key Item	Recommendations for Action Plan	Stakeholders Responsible	Action Timeline
5. Sufficient non-instructional time is provided for teachers.	<ul style="list-style-type: none"> • A new schedule will provide teachers with a daily planning time. • Planning times will be increased from 30 minutes to 40 minutes. 	Administration Team, School Improvement Team, and Grade Level Chairs	<p>Planning Session will be held in July 2010 to determine the schedule for next year.</p> <p>Schedule will be constructed allocating fair collaborative time for each team.</p>

E. Graphical Organizational Chart



References

Hill, et al. (2010). *2009 – 2010 School improvement plan*. Mooresville, NC. Park View

Elementary School/Mooresville Graded School District.

North Carolina Professional Teaching Standards Commission. (2010). 2010 North

Carolina Teacher Working Conditions Survey Detailed Results: Parkview

Elementary School, Mooresville City Schools. Retrieved from

<http://www.ncteachingconditions.org/reports/detailed.php?siteID=491-316>